

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

- 3.1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In Kindergarten, students learned to recognize the natural features of the environment (K-5.4).

In first grade, students learned about the use of land and natural resources and also discussed conservation and actions that may harm the environment (1-2.2).

In second grade, students learned to recognize geographic features (2-2.1) and natural resources of the local area (2-2.2). The students also learned about how land use changes over time (2-2.4). Additionally, these students discussed trade and how natural resources play a role in international trade (2-5.4).

Students will consistently encounter examples of humans affecting the landscape not only in South Carolina, but across the US and the world. In fourth and fifth grade, students will learn about the relationship of the physical environment and humans as they study Native Americans (4-1.4, 4-2.1, 4-2.2, 4-3.7, 5-2.4). In fourth and fifth grades and US History, students will learn about the settlement of the west (4-5.2, 5-2.1, 5-2.2, USHC 3.1). In fifth and seventh grades and US History, students will learn about modern day transportation needs (5-2.1, 5-2.3, 5-6.2, USHC 3.1 and 7.1) and the impact of those advancements on the landscape. Students will study population patterns in relation to hunters and gatherers (6-1.1, 8-1.1), and the adaptation of the earliest civilizations (6-1.1, 6-1.2, 6-1.3, 6-1.5). Also, the Colombian Exchange (4-1.4, 6-3.3), settlement of the west (4-5.2, 4-5.4, 4-5.5, 4-5.6, 4-5.7, 8-5.4, USHC 3.1), Post Reconstruction migration (5-1.3, 8-4.1, 8-5.4, USHC 5.5), and the global population explosion (7-3.4, 7-7.3, 7-7.7, 8-5.6, GS 6.4) will give students insight into the causes and effects of population changes throughout history. Fourth and eighth grade, and US History students will learn about migration to secure natural resources in the study of settlement in the colonies (4-2.3, 4-2.7, 8-1.2, 8-1.4, 8-3.2, USHC 5.2), and settlement of the west (4-5.2, 4-5.4, 4-5.5, 4-5.6, USHC 3.1).

In eighth grade, students will study climate and the effect of natural disasters on South Carolina (8-5.5).

Throughout the social studies standards, students will have opportunities to further develop their knowledge of this indicator as they learn about agriculture and economic development in the New World. Students will learn about colonial economic development based on available land or lack thereof, geographic features and resources of the land acquired as the nation expanded west, comparison of the North and South prior to the Civil War, effects of the Civil War on the landscape and economy, the change from a plantation to sharecropping economy, the effects of modern day use of natural resources, the emergence of agriculture, the results of the Industrial Revolution on the land, South Carolina's exploitation of natural resources to build their colonial economy and trade relationships, the agricultural changes in South Carolina after WWI, and New Deal agencies and the landscape in South Carolina.

It is essential for students to know how humans systems have had both a positive and negative impact on the geography of South Carolina and that geography has impacted human society over time. Teachers may select to target this indicator after they have taught about the history of South Carolina as a review of how human systems have impacted South Carolina throughout its history.

Students should understand that the physical geography of South Carolina affected where the Native Americans originally lived and their culture as well as where the early European explorers and settlers first established their settlements. Physical aspects considered by settlers were the location of rivers and access to the coast, and the climate and availability of other natural resources. Students should also understand how these physical characteristics impacted later development of South Carolina cities and towns and continues to have an impact on present-day growth. Additionally, students should know the impact of the natural resources found within South Carolina and how that has created economic development in our state. Ample forests led to the development of the timber industry and eventually to the establishment of national and state forests to preserve natural habitats. Rich soil and a temperate climate zone allowed for agriculture. At first rice and indigo were grown along the coast; later, South Carolina farmers cultivated cotton, tobacco and peaches. The abundance of natural harbors and rivers first led to the establishment of trade. Later textile mills were built along the fast flowing rivers of the Piedmont. Rivers were dammed to create man-made lakes in order to produce hydroelectricity. Tourism developed because of the availability of beaches.

It is not essential for students to know the minor natural resources of our state (silica, kaolin, vermiculite, etc) or the minor agricultural activities (greenhouse flowers and plants, eggs, dairy, shellfish, clams).

Assessment Guidelines: Appropriate assessment of this indicator would be for students to ***explain*** the effects of humans on the landscape; therefore, the primary focus of assessment should be to ***construct*** cause and effect models of the various ways that land (and in South Carolina, water) is affected by humans. However, appropriate assessments should also require students to ***relate*** where people in our state choose to live, work, and play to the physical landscape of a particular area or ***exemplify*** the ways that the land affects the people who live there.